

FORMATION

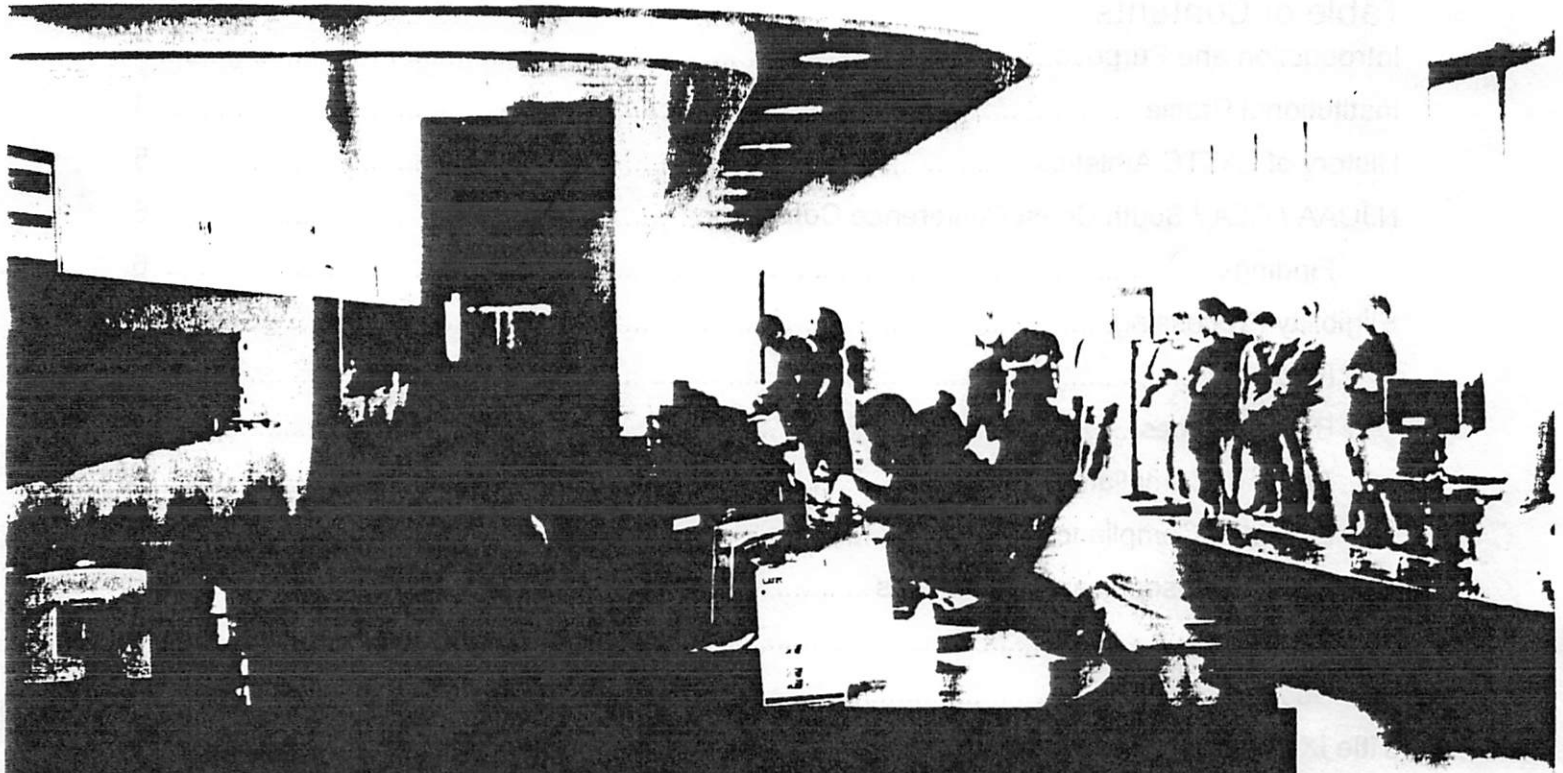


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Introduction and Purpose

During the Fall 2018 semester, Innovative Performance Solutions, INC (IPS) met with Dean Ann Hamilton and Vice President Jim Lancaster to discuss IPS providing consulting services to review the existing athletic department structure and function, as well as a program review using the California Community College Athletic Association's (3C2A) model. Drs. Hamilton and Lancaster requested a review of growth opportunities within the Athletic Department and for IPS to explore the viability of athletics at Los Angeles Trade-Technical College.

This report is the culmination of multiple hours of interviews with faculty, staff and coaches, multiple visits to campus to examine facilities and equipment, and several half day meetings with Institutional Research. While completing the college's Equity in Athletics Disclosure Act (EADA) report, extensive time was spent exploring district and team budgets, coaching stipends, team support and gender equity issues related to program expansion. Additionally, IPS has reviewed college and district public resources such as Educational Master Plans, Strategic Plans, Facilities Master Plans, College Council and Academic Senate Committees' agendas and minutes, and studied documents from both district and college Institutional Effectiveness divisions.

IPS presents this report in the following format: Component or Standard, Official Questions within each Standard used for Program Review, our findings related to that component or standard, and then best practices from local, state and/or national standards. Examples, forms and items referenced can be found in the Appendix, unless otherwise noted. This report is not meant to be prescriptive, but rather to assist Dean Hamilton and her leadership team by identifying gaps, concerns, areas of opportunity or challenges facing the Athletic programs and teams.

Institutional Profile

Los Angeles Trade-Technical College (LATTC) is one of nine colleges in the Los Angeles Community College District (LACCD). This district serves approximately 140,000 students a year in 40 cities across an area of 882 square miles and employs roughly 5,000 full-time and part-time faculty and more than 6,000 full-time and part-time administrative and management staff.

It is the vision of the LACCD to strive to become a national leader in student success by providing high quality, accessible, educational opportunities across the greater Los Angeles area that change students' lives, enrich the area's many diverse cultures, and strengthen the regional economy. The District will do so continuing to provide a culture of continuous improvement and by closing persistent equity gaps support staff.

According to data provided by the District's Office of Institutional Effectiveness, student survey data from 2014 and 2016 illustrate the socioeconomic background of students throughout the district.

LACCD STUDENT BACKGROUND

First Generation (Fall 2014 Student Survey)	49.4%
Low Income (Fall 2014 Student Survey)	68.0%
Poverty (Fall 2014 Student Survey)	51.0%
Employed (Fall 2014 Student Survey)	52.2%
Food Insecure (Fall 2016 Survey)	62.7%
Housing Insecure (Fall 2016 Survey)	55.0%
Homeless (Fall 2016 Survey)	19.0%

Table 1: LACCD Student Data from LACCD Fast Facts

The LATTC college community is a reflection of the various ethnic and cultural groups that make up the Los Angeles area. Data from the fall 2014 term indicates a student distribution of 63% Hispanic, 23% African American, 5.4%, Asian, 6.7% White, and 1.9% in other or unknown categories. There are additional challenges facing LATTC college administration:

- Lower incomes are concentrated towards the center of LA County, precisely where LATTC is located.
- LA County homelessness increased 23% from Jan. 2016 to Jan. 2017.
- Three quarters (75%) of LATTC students reported food insecurity, and nearly 1 in 5 (19%) reported homelessness of some kind which is high relative to the rest for the district.

LATTC's campus is located on a 29-acre site within the central inner-city Los Angeles area and served 14,623 students (graded unduplicated enrollment) during the fall 2014 term. While operating as a public community college, Trade-Tech remains a specialized institution offering many programs in the occupational/technical fields, as well as traditional academic and transfer programs.

The vision of Los Angeles Trade-Technical College is that it will be a global leader known for effectively incorporating leading edge theories, proven educational practices, hands-on experiences, and technology into its career technical and professional programs, as well as our offerings for our transfer students.

This is evident to students throughout the district as LATTC ranked highest in the Spring 2017 Student Survey; with 83% of students noting that LATTC was their college of choice because of a specific educational program (LACCD Spring 2017 Student Survey results). This was more than eight percentage points higher than any other college in the district, reinforcing the college's vision that it be known for its career technical and professional programs.

There are two additional points of interest from the survey which are important to mention in the scope of the Athletics Evaluation. The first is related to students selecting their college and the availability of public transportation. 72% of students surveyed in the spring of 2017 reported access to public transportation as Important or Very Important for selecting LATTC. The campus is on two Metro lines and multiple bus lines; and these resources are presented clearly for students on the college's website. For purposes of discussion later, the lack of personal transportation for students presents a challenge for identifying viable alternative options for athletic practice fields and locations.

Lastly, while exploring other reasons students selected their college, they were asked about the importance of being recruited by an Athletic Coach. The Spring 2017 student survey indicated that 13.3% reported this as Important or Very Important, second only to LA Mission College (14.1%). Despite the challenges facing this student population, these students believe in their dreams and trust LATTC's Athletic staff and coaches to help them achieve those goals.

History of LATTC Athletics

The Los Angeles Trade-Technical College athletics program started in 1958, with Men's Basketball and Track and Field. In the beginning, the teams did not have a conference to play in so they competed at-large against other community colleges when available and Junior Varsity College teams that would try to fit them into their schedules. With the addition of Men's and Co-ed Tennis, Cross Country, Wrestling, Women's Softball and Golf, LATTC was admitted to the Western States Conference.

The school's first conference championship was won by the men's Tennis team coached by Pete Brown. The conference championships started to roll in with the addition of Women's Basketball. The women's Basketball team had a back to back state championship and an undefeated season. These teams were coach by Jim DeSalvo, and many of DeSalvo's Basketball players transferred to universities and have been very successful.

The Cross-Country team enjoyed great success during the 1980's; with nine consecutive championships and six state meet appearances. In 1988 the Cross-Country team placed second in the Southern California Championships meet and third place in the California State Championship Meet. And Track and Field at LATTC was coached initially by Chip Armstrong. The Track and Field team has had great success, winning three Conference Championships and has had many men and women win Southern California and State titles.

The Men's Basketball team has historically been very competitive. The team was coached for many years by Oliver Jones and Courtney Borio. These two coaches put Trade-Tech on the map and started the winning tradition. Currently the Basketball Team is coached by a former Trade-Tech Basketball player and current faculty and Athletic Director, Coach Richard Wells.

As rich as the tradition and history has been for LATTC's Athletic program, more recently it has been riddled with multiple challenges. Several years ago, a faculty member, serving as Athletic Director, was also the coach for Track and Field and was negligent in completing Form 1's for his teams. Failure to meet student athlete initial eligibility requirements (Form 1) and a lack of institutional control resulted in the South Coast Conference Commissioner placing sanctions on LATTC's Track and Field program. This program has been suspended since the incident without clear guidelines for returning to competition.

It was recently determined by new administrative leadership that several part-time head coaches were not fully qualified and that assistant coaches had not been properly vetted or appropriately onboarded within LACCD. Additionally, the climate prior to Coach Wells serving as Athletic Director was noted by several coaches and staff as being toxic and politically-charged. Coaches' positions were frequently threatened without warning, several of the coaches were either married or involved, further complicating the situation; and the athletic teams were not funded equitably. That situation has resolved but the history and impact still resonate among those currently in the Athletic department.

This report will delve deeper into current conditions, areas of opportunity and points of pride as IPS spent more than three months exploring, enquiring and visiting LATTC's campus and athletic facilities. As noted earlier, this review will utilize the 3C2A Program Review format, providing college leadership an honest, non-biased review of the Athletics department in both structure and function, so that it may serve its student-athletes in the manner which they are entitled.

NJCAA / CCCAA / South Coast Conference Compliance

Formal Program Evaluation Questions:

1. In what manner is Form R-2, "Statement of In-Service Training" accomplished on your campus?
2. If it appears that a team at your institution has violated the State Athletic Constitution, what type of college process is followed?
 - a. Have administrators and athletic staff been made aware of this process in writing?
3. State your method of institutional control over out-of-season competition?
4. Demonstrate the steps to verify institutional control over student-athletes in the following areas:
 - a. Payment of enrollment fees, tuition, and books
 - b. Room and board
 - c. Transportation costs

Findings:

Statement of Compliance (R1) and Coaches In-service Training (R2) - Statement of Compliance (R1) provided; only evidence of in-service training is verbal dissemination of information by the Athletic Director and athletic counselor/eligibility specialist to the coaches where eligibility information is discussed, specifically Form 1, initial eligibility and

subsidization of student-athletes. The Athletic Director and athletic counselor/eligibility specialist also noted that a copy of the CCCAA (3C2A) Decorum Statement is distributed to coaches, and a hard copy of the South Coast Conference (SCC) Constitution and Bylaws is kept in the athletic department office. The counselor/eligibility specialist also indicated that one of the strengths of the department is "operating as a family, and coaches/staff have often fed or housed struggling student-athletes." IPS concludes that although subsidization is identified as covered in the eligibility meeting, that it should not take place, yet there was verbal evidence suggesting that subsidization to student-athletes does take place in some instances. Additionally, IPS was not presented with any written evidence of record made from the eligibility meetings in terms of specific content discussed, minutes, attendance, etc. Finally, there was also no evidence provided to IPS of institutional control for tracking out of season competition by teams.

Student-athletes are not provided special consideration for tuition or fees and are encouraged to apply for Financial Aid early in their application process and throughout their time with LATTC. It is a goal of the athletic counselor/eligibility specialist to create a book loan program using the Athletic Supplies budget until the student's financial aid is awarded. Regarding transportation costs, LATTC provides transportation to and from in-season athletic events using rental vans/vehicles, at considerable expense which will be addressed in the Cost Benefit section later in this paper.

Eligibility Processing

Formal Program Evaluation Questions:

1. List step-by-step the procedures used to fill out the following forms, and who is involved in each step.
 - a. Form 1 - Student Eligibility Report
 - b. Form 2 - Tracer Report
 - c. Form 3 - Census/Participation Team Eligibility Report
 - d. Form C - Out of Recruiting Area Student Contact Report
2. Where are Forms 1 and 3 kept? How long are they kept? Are they secure?
3. How do you keep abreast of eligibility changes made by the Commission on Athletics?
4. Compliance of Student Education Plan (SEP) Requirement
 - a. Describe the process of developing Student Education Plans
 - b. Where are the SEP's stored?
5. Explain the college procedures for verifying Bylaw 1.3.1 and 1.4.2 of the Constitution (weekly verification that athletes are enrolled in 12 units).

Findings:

Eligibility processing at LATTC is conducted by the Athletic Director and Athletic Counselor. Upon review of the step by step eligibility process at LATTC, minimal evidence was presented in terms of a department meeting/ presentation. Leadership did indicate that eligibility meetings are conducted with individual teams, where Forms 1, 2, 3, C are completed by the student-athletes. Leadership also indicated weekly eligibility verification and maintenance of the on-line Form 3 system for participation is completed by the counselor/eligibility specialist.

Student-athlete education plans are also completed by the Athletic Counselor and filed in the office. No evidence of educational plans were provided, nor were dates indicated for completion for the student-athletes.

A thorough review of student-athlete outcomes, including Program of Study or declared major, revealed over 46% of those student-athletes had either No Academic Plan, Undecided or Unknown Certificate listed as their outcome. This is problematic due to the mandated requirement that in order to be eligible for a second season of their sport, student-athletes need to complete 24 semester units, with 75% of those units consistent with their Student Education Plan (SEP) (<http://www.cccsports.org/working/pdfs/SCC/ATL%20Guide%20to%20SEP.pdf>). While student-athlete success data was obtained from Institutional Research, other transfer or completion data could not be obtained beyond a student's program of study due to a variety of factors to be discussed at length in the Academic Achievement and Completion sections later in this report.

Best practices

Compliance and Eligibility Partners - AD, head & assistant coaches, trainers, eligibility clerks, counselors, sports information director, equipment managers. All student-athletes & coaches must follow policies outlined by 3C2A, South Coast Conference and LATTC to uphold the mission of the governing bodies and ensure integrity of the programs. All trainings, meetings and forms should be prepared and completed by appropriate deadlines to help ensure program compliance. Any changes to rules and regulations &/or constitution and bylaws must be clearly communicated to all compliance and eligibility partners. A mandatory Athletic Department meeting & presentation should take place sometime Mid-August. Prior to the meeting, all head and assistant coaches should have taken and passed the 3C2A online compliance exam. The meeting should be led by the Athletic Director &/or Dean of Kinesiology and Athletics. All compliance partners should be in attendance.

Areas of Compliance

1. Rules & Regulations
2. Recruiting
3. Initial Eligibility
4. Transfer Eligibility
5. Title IX & Gender Equity
6. Budgetary Rules & Fiscal Responsibility
7. Health/Safety of SA
8. Subsidizing
9. Post-season Competition
10. Dual/triple enrollment
11. Best Practices
 - a. Codes of Conduct - Student-athletes & Coaches
 - b. Facilities & Game Management
 - c. Emergency Procedures
 - d. Social Media
 - e. Sexual Harassment

Levels of Compliance - Three levels: student-athlete, district, state and national

1. Student-athlete level

a. Eligibility - Form 1

- clear timeline from HS graduation to enrollment
- gaps must be documented
- All colleges attended must be listed - practiced, played, enrolled, scrimmaged etc.
- 1st season - 12 units or more (9/12 courses toward AA, remediation, transfer or certification) / 2nd season - 24 units completed (18/24)
- 2.0 GPA in coursework
- League decorum
- 6-unit rule
- 4 units of sport can count toward 6 activity units

b. Transfers - Form 2 Tracer

- Applied, attended, practiced or played w/ any other college
- Out of state or international
- All irregularities must be resolved

c. Contact - Form C - out of area recruiting

- Completed by any out of district SA upon first contact
- Attached to Form 1
- Completed at time of contact, NOT when doing eligibility
- 3 Days to inform AD/commissioner

d. Injury/Illness Waiver - Form 4

- Waiver granted by conference commissioner
- Occurred in first half of season
- Participated in <20% of contests (scrimmages don't count)
- Completed within 10 days after conclusion of post-season play
- If granted, Form 3 is changed to read "no participation"
- **Paperwork Needed:**
 - Licensed Dr. note declaring incapacitation of injury
 - Form 4
 - Sport Schedule
 - HIPAA form - verified by athletic trainer
 - AD signature

e. HIPAA - Medical Authorization Release

f. Felony Record - AB 2165

g. Physicals / Assumption of Risk

h. Clearance to Practice

- Enroll in sport class of record
- Completion of Physical & concussion protocol testing
- All forms completed and filed
- Insurance Documentation

i. Equipment Checklist

j. Athlete Bio Form - Publicity Release

k. Education Plan

- Completed before first season of competition
- Fall Term (Oct) / Spring Term (March)

- Must be on file w/ eligibility clerk
- I. **Team Eligibility Certification - Form 3**
 - Roster of participants
 - Section 1 completed via online Form 3 system & sent to conference commissioner prior to first scheduled game, meet or match
 - Section 2 - completed online & within 10 days after last contest
 - Coaches, clerks, trainers double check

2. District level

- a. **Form R1** - Statement of Compliance
 - All personnel adhere to COA constitution & bylaws, rules & regs
 - All rules & regs have been reviewed
 - Violations subject to penalties
 - Document must be on file w/ Conference commissioner & College President
- b. **Form R2** - Statement of In-service training by AD or Dean / Filed w/ 3C2A office
 - Online testing
 - Eligibility Vine
 - Review of constitution & bylaws
 - Recruiting
 - Codes of Conduct
- c. **Form R3** - Non-traditional season of Sport
 - Practices, scrimmages or games can't be scheduled outside the sports' competitive season
 - CARA (California Athletic Recruits Association)

3. State & National level

- a. **Form R4** - Statement of Compliance for the 3 - part test
 - Title IX & Gender Equity
 - Equity in Athletics Disclosure Act (EADA report) - Nov. 1 deadline

Recruiting Philosophy and Challenges

Formal Program Evaluation Questions:

1. Provide your college's Statement of Athletics Philosophy, which would affirm and support your Conference's State of Philosophy.
2. What is your college's philosophy on athletic gender equity?
3. Do you have a written statement on athletic gender equity?
4. What is your college's athletic recruiting philosophy?
5. Do you have a written statement on athletic recruiting philosophy?

Findings:

No identifiable evidence of athletic department mission and philosophy statements or core values provided after review of LATTC website and strategic plan, additionally, no mission or philosophy statements were evident on any written or printed materials with the offices, meeting agendas, coaches' materials or student forms.

Recruiting philosophies were not mentioned, but leadership did express that each head coach does their own recruiting. No identifiable evidence of recruiting activities presented. A recently hired head coach mentioned his recruiting process has been mainly by word of mouth, referrals, walk-ins, and by speaking with student-athletes at high school water polo games. This individual also asked for additional information to improve recruiting efforts.

On each sport's page on the LATTC Athletic webpage is there a tab titled *MORE+*, which includes the function *RECRUIT FORM*; an example is included from the Women's Basketball page ().

After inquiring with the Athletic department, the process by which this information is consistently shared with the coaching staff is not standardized and generally unclear.

Best practices:

1. Athletic Department Mission Statement & Core Values

A clearly written mission statement that aligns with the overall mission, vision and strategic plan of the college should be on the athletic department website. The mission should incorporate the core values of the department, as well as relate directly to the core values of the college.

2. Philosophy of Gender Equity

A clearly written statement on the athletic department's commitment to gender equity and inclusiveness should be identified. In compliance with State Ed Code Sections 78223, 66271.6, 66271.8, and 67360 et seq. and Federal gender equity laws pertaining to equitable athletic participation opportunities for men and women, respective community colleges, governed under the California Community College Athletic Association, must complete and report the three-part test as indicated on this Form R-4. The statement(s) should demonstrate the department's objective of maintaining an inclusive culture in equal access and participation, fair and equitable treatment among both genders, as well as a demonstrated commitment to fair and equitable hiring practices.

3. Recruiting Philosophy Requirements and Plan

The Athletic Director should clearly outline the recruiting philosophy of the department by providing all coaches with the district recruiting map, identify all the high schools from which to draw from and communicate the percentage of in district versus out of district recruits when building rosters. The athletic department website homepage should have a tab labeled "Recruits" or "Recruiting" where prospective student-athletes (PSA) can access a sport of interest survey. This completed survey, upon submittal by the PSA, will be electronically submitted to the head coach's email of the sport of interest. A recruiting handbook should be provided to the athletic coaching staff regarding the organization, philosophy, policies, and procedures for athletic recruiting. It is intended to be supplement to CCCAA constitution, specifically Bylaw 2: Recruitment of Student-athletes.

Requirements of coaches and support staff prior to participating in student-athlete recruitment:

- Participate in CCCAA in-service training on the content, interpretation, and implications of the current CCCAA Constitution and Bylaws
- Passed the Compliance Exam
- Received a copy of the CCCAA Decorum Policy as well as the recruiting policies. Upon review, coaches and support staff affirm they understand and will abide by policies outlined by the CCCAA, or the coach, students, program, and the college may be subject to penalties.
- All recruiting material and out of district recruiting activities must be submitted to the Athletic Director.
- All coaches are required to submit a monthly recruitment activity log to the Athletic Director. Recruitment logs at a minimum should include:
 1. Name of recruit
 2. School location - In District/Out of District
 3. Contact method
 4. Campus visit
 5. Home visit
 6. Game Attendance
 7. High School game
 8. AAU Event
 9. All Star Event
 10. Text/E-mail/Phone- Student First Contact- Requires Form C for out of state recruit

Title IX / Gender Equity Review

Formal Program Evaluation Questions:

1. If you are in a multi-college district what is the philosophy of your district in terms of a full complement of athletic teams.
2. What is the college doing to achieve and comply with gender equity?

Findings:

Prior to 2018, LATTC completed its EADA report, noting it met the Gender Equity Compliance Test using Test 2: History of and Continuing Practice of Program Expansion for the Underrepresented Gender. Unfortunately, this was not the case as new sports were not being added at that time nor within the timeframe identified by the college. However, LATTC's 2018 EADA submission correctly identified that the college met Test 1: Participation Proportionate to Full-Time Undergraduate Enrollment. While LATTC's general student population is comprised of 45.43% females, 61.62% of LATTC's student-athletes are female; thereby meeting Test 1.

The 2017-2018 year was unique as Men's Water Polo did not field a team, resulting in a higher percentage of female student-athletes. For Academic Year 2018-19, the Men's Water Polo team is competing and LATTC will need to make additional effort to meet Gender Equity using Test 1.

Coaching stipends, the number of coaches, equipment and travel costs have been equitable between Men's and Women's sports, but more will be presented about team budgets and a cost analysis later in this review.

Historically, LATTC generates substantial interest in athletic competition from new students using the CCCApply student attribute and interest survey. If LATTC is seeking to increase access and opportunities for student-athletes in the future, it is recommended that the Athletic department partner with Institutional Research to explore additional survey questions and follow-up actions that can help the college meet its Title IX/Gender Equity goals.

Fundraising

Formal Program Evaluation Questions:

1. Describe & outline institutional controls to ensure proper accounting and distribution of funds raised by foundations trust accounts, booster clubs and donations.
2. Identify individual or department who controls revenues.
3. Describe the written accounting processes and/or forms, as well as how the distribution of fundraising revenue takes place.
4. Identify any requirements and/or necessity of coaches and student-athletes in generating revenues.

Findings:

When asked to outline any fundraising efforts by the athletic teams or the department, leadership identified the LATTC Foundation aids the athletic department. Leadership (AD and counselor) also indicated past fundraisers have included facility rentals by the movie industry (gymnasium), coaching and instructional clinics, and basketball tournaments. Other sources of revenue, such as Snack Bar and Gate receipts, were reported to IPS as being maintained within the Athletic Department offices and used for supplies for the student-athletes. This is problematic on multiple fronts; accountability, compliance, equity, transparency and violating public trust, to name a few. There was no written evidence provided to IPS outlining proper accounting and distribution of funds, other than the overall operating budget that is examined under "Cost Analysis" within this report.

Best practices:

Community College athletic teams are not fully funded; therefore, it is imperative Athletic Directors and Coaches collaborate to identify and prioritize both department and team needs. Fundraising is closely tied directly with the representation by the athletic department (Director, Administration, specialty positions, coaches and players) within the community and the relationships they develop. For fundraising to be successful, the Athletic Director must work with the Development Office and/or Foundation to increase awareness on campus, help keep messaging consistent as well as identify appropriate revenue streams.

Academic Achievement and Support

Formal Program Evaluation Questions:

1. Describe activities directed toward supporting the concept of student athletic matriculation. Attach any documents to substantiate the activities.
2. Prepare for the visiting committee a list of all the college's second year athletes by sport.
3. Describe services and/or interaction the athletic program has with the counseling area in terms of planning the student's academic schedule.
4. Describe academic support services offered to athletes.
5. Does your college, on a regular basis, nominate your athletes or teams for conference and state awards? If so, please list all nominations for the last three years.
6. How many Commission of Athletics teams and individual awards for academic excellence have you nominated students for over the last three years?

Findings:

Disclaimer: IPS encountered considerable difficulty in obtaining historical student-athlete data due to the adoption of a new Enterprise Resource Planning (ERP), which affected the continuity of data between two student information systems. Requests for team and class rosters were delayed and incomplete when granted. The findings are only as good as the data used, so caution should be taken when interpreting the findings as IPS may not have been provided full access to the data.

Per discussion, a former weight room is currently being converted into a study center. The room will include chairs, tables, computers, a smart board (team film review), and be used for "informal tutoring." No identifiable ability to track the total time student-athletes are utilizing study center, whether the student-athlete is working with a tutor, or what subjects are being studied; therefore, no data will be collected. Having a counselor within the athletic department was mentioned as one of the positives within the department because it helps create a family atmosphere and more mentoring of the student-athletes takes place. Additionally, the counselor also suggested that more money needs to be allocated to student-athlete support services, as well as possibly incorporating a "book loan" program that made core textbooks available to student-athletes utilizing the study center. Both the counselor and the Athletic Director mentioned they would like LATTC to implement the "Scholars Ballers" program for its student-athletes. Academic achievement is reported by the individual coaches, a banquet is also held to honor student-athletes, but no formal process specifically outlining academic achievement exists.

Methodology: IPS received Form 3's (Team Eligibility) from all active teams for the past five years (2013-2018) and compared the certified Student-Athlete Roster (Form 3's) to the students enrolled in the associated Intercollegiate Athletics course (KIN ATH). Standard practice is to assign a closed course section for student-athletes on a specific intercollegiate team for their team's practice. Student-athletes are also concurrently enrolled in a strength and conditioning course specific to their sport. IPS obtained from LATTC's Institutional

Research team a list of all students who were registered in one of the following sections for the prior five years:

- KIN ATH 504 Intercollegiate Athletics - Basketball
- KIN ATH 513 Intercollegiate Athletics - Swimming & Diving
- KIN ATH 516 Intercollegiate Athletics - Volleyball
- KIN ATH 517 Intercollegiate Athletics - Water Polo
- KIN ATH 552 Intercollegiate Athletics - Conditioning & Skills
- KIN ATH 560 Intercollegiate Athletics - Swimming/Diving Fitness & Skills
- KIN ATH 561 Intercollegiate Athletics - Water Polo Fitness & Skills
- KIN ATH 563 Intercollegiate Athletics - Volleyball Fitness & Skills

This list contained 699 names of students who were registered in the above courses for the past five years. After removing names of students who were not on the Form 3's, or the certified Student-Athlete Rosters, and removing duplicates; the list of student-athletes was reduced to 327 unique student ID's. The conclusion drawn from this exercise was that approximately 47% of the students enrolled in restricted KIN ATH courses were actually those who should be in the specific courses. This exercise also provided multiple opportunities to find discrepancies; and these trends were repeated across teams:

- Fall 2017 KIN ATH 504: 50 students in the course, but 17 athletes on the Form 3
- 2016-2017 KIN ATH 517: five of thirteen athletes from the Form 3 were not enrolled in the associated course, but also four in the class who were not on the Form 3
- 2015-2016 KIN ATH 516: six of twelve on the Form 3 but not enrolled in the associated course
- Spring 2018 KIN ATH 516: three women were enrolled in the associated men's intercollegiate volleyball team course
- KIN ATH 513: multiple years where one quarter to one half of the certified team roster (Form 3) were not listed as students in the associated intercollegiate sport class

Upon further review of the unduplicated student enrollment data provided by Institutional Research for all student-athletes enrolled in KIN ATH courses (504, 513, 516, 517), and removing students who received a 'W' in any of the identified courses, there were 150 student-athletes who were enrolled in more than one KIN ATH course identified above; indicating they may be participating on more than one intercollegiate sports team. Care was taken to review EADA reports from 2015-2016, 2016-2017 and 2017-2018 to identify the number of student-athletes who were reported as participating in dual sports, and this information is presented in the table below.

Year	# of Male Dual Sport Athletes	# of Female Dual Sport Athletes
2015-2016	6	0
2016-2017	0	0
2017-2018	0	9

Table 2: EADA data reporting the number of student-athletes participating in more than one sport in a year

Without more information, it is difficult to draw conclusions, however at the very least a lack of institutional controls or implementation of best practices is evident. To remain eligible, student-athletes must make satisfactory academic progress. In local, state and national standards, that means progress on their SEP. Taking multiple KIN ATH courses for sports one does not participate in is akin to taking classes strictly to maintain eligibility, not to make academic progress. Best practices and suggestions for increasing accountability will be addressed in Future Recommendations later in this report.

Retention and Completion

One of the many positive aspects of community college athletics is that through wrap-around student services, a team environment and eligibility requirements, student-athletes tend to succeed in their courses (A, B, C grades) at a higher rate than their non-athlete peers and this was consistent at LATTC based on data provided by Institutional Research. It was also reassuring to note that the student-athlete population is being retained at a level similar to the general population, although there appears to be a larger success gap in 2017-2018 than in any year prior. It will be interesting to note if the 2018-2019 academic year data shows the same trend, or if the success gap closes again.

Year/ Population	2014-15 Athlete	2014-15 General Population	2015-16 Athlete	2015-16 General Population	2016-17 Athlete	2016-17 General Population	2017-18 Athlete	2017-18 General Population
% Course Success	62.8%	58.9%	70.5%	59.4%	69.2%	59.5%	65.5%	59.9%
% Course Retention	85.3%	87.6%	89.2%	87.7%	88.0%	88.4%	86.5%	90.2%

Table 3: Comparison of Course level success and retention between Student-Athletes and General Population

Population	Fall 2013	Spring 2014	Retention
Athletes	125	111	71.2%
Non-Athletes	16,995	9,578	56.4%
	Fall 2014	Spring 2015	Retention
Athletes	161	110	68.3%
Non-Athletes	16,019	9,344	58.3%
	Fall 2015	Spring 2016	Retention
Athletes	152	122	80.3%
Non-Athletes	16,673	9,262	55.6%
	Fall 2016	Spring 2017	Retention
Athletes	139	103	74.1%
Non-Athletes	16,366	8,989	54.9%
	Fall 2017	Spring 2018	Retention
Athletes	106	84	79.2%
Non-Athletes	15,612	8,994	57.6%

Table 4: A Comparison of Fall to Spring Retention/Persistence

Comparison data for Fall to Spring persistence between student-athletes and the general population illustrate trend described above; where student-athletes complete and persist at a higher rate than their non-athlete peers. Data provided by Institutional Research includes student data for those enrolled in Spring who were enrolled in the previous Fall. An additional observation is that the number of overall athletes is declining.

Transfer

Institutional Research staff were unable to provide data on student transfers beyond noting the number of awards received. It is not clear, in this case, if 'Awards' is restricted to AA/AS, ADT, or Certificates. The small number of awards for student-athletes may be due to the relatively small number of student-athletes on campus, or partly the lack of Academic Plans, Undecided Students or Unknown SEP's (see page 7, Eligibility Findings).

Student Type	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Athlete	3	5	8	17	12
Gen Pop	1,654	1,770	1,971	2,078	1,876
Totals	1,657	1,775	1,979	2,095	1,888

Table 5: Awards Received comparison between Student-Athlete and General Population

Best practices

Community college student-athletes represent one of the most academically under-prepared and at-risk student populations who are matriculating into community colleges in significant numbers. The pressure to maintain competitive and transfer eligibility requirements of the NJCAA and NCAA has become more stringent; therefore, the development of comprehensive student-athlete academic support services is critical to the student-athletes' educational achievement.

Higher education administrators are at a crossroads where they have been facing institutional questions, such as: what student service programs are beneficial to improve transfer and graduation rates to a disadvantaged population; what resources should community colleges have in place that are affordable and congruent with student achievement; and are personnel in the optimal position to provide knowledgeable and ethical services that act in the best interest of the student-athlete? Understanding the demographics of a community college student-athlete, as well as the challenges they face academically, requires collegiate administrators to provide student-athletes with the necessary academic framework and structure that gives them the best opportunities to excel academically.

Collaboration between the athletic department and student services personnel is identified as one of the most effective methods to recruit and retain under-prepared students. Higher education faculty, support staff, and administrators have a responsibility and an obligation to mentor and guide students toward their goals. Experts from advising, counseling, eligibility, testing services, and the athletic department must develop working partnerships that provide the proper assistance and support that many of these student-athletes require. Research suggests that the main components of effective academic support services include: 1) advising, 2) counseling, 3) tutoring and study centers, and 4) life skills development. There should also be some sort of "tracking" system where data can be collected, progress reports and early alert systems integrated to effectively determine the success of the support services in place.

Athletic Teams Cost Analysis

While the 3C2A Program Evaluation does not contain specific questions related to a cost analysis for athletic teams, Drs Hamilton and Lancaster asked for an assessment, when compared to similar size programs and colleges in Southern California region. The material related to LATTC's budget presented in this section was obtained by college administrators, the college's fiscal office and the Athletic department's administrative assistant. It is worth noting that figures were not consistent between sources, so for purposes of the EADA submission, and this report, IPS is referring to budget amounts provided by the college's fiscal office.

To further illustrate the inconsistencies, the EADA report, which is completed by the Athletic Director in partnership with others, shows wildly different numbers across the last three academic years. The table below was created using the associated years' EADA reports on file with the Athletics office.

Year	Total expenses for teams	Not allocated expenses	Grand total expenses
2015-2016	\$290,234	\$228,346	\$518,580
2016-2017	\$555,495	\$285,087	\$840,582
2017-2018	\$393,854	\$405,486	\$799,340

Table 6: comparison of expenses taken from EADA reports years 2015-2018

There are numerous instances of fiscal mismanagement, poor budgeting, or spending without accountability. One such instance is the Women's Basketball Team traveling to the Crowne Plaza Ventura Beach in March 2018 for post-season competition. The coaches required four rooms, the players utilized five rooms, and two rooms were reserved for other individuals not listed on the team roster or affiliated with the women's basketball team. The total cost of this trip was \$8,836, however the addition of two rooms for non-team individuals added \$1600 to the expense. In this example, oversight and accountability were lacking.

Summary - Men's and Women's Teams

Your Grand Total Revenues must be equal to or greater than your Grand Total Expenses or you will not be able to lock your survey.			
	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	31,761	56,516	88,277
2 Total of Assistant Coaches' Salaries	24,800	42,368	67,168
3 Total Salaries (Lines 1+2)	56,561	98,884	155,445
4 Athletically Related Student Aid	0	0	0
5 Recruiting Expenses	0	0	0
6 Operating (Game-Day) Expenses	46,568	71,214	117,782
7 Summary of Subset Expenses (Lines 3+4+5+6)	103,129	170,098	273,227
8 Total Expenses for Teams	111,393	282,461	393,854
9 Total Expenses for Teams Minus Subset Expenses (Line 8 - Line 7)	8,264	112,363	120,627
10 Not Allocated Expenses			405,486
11 Grand Total Expenses (Lines 8+10)			799,340
12 Total Revenues for Teams	111,393	282,461	393,854
13 Not Allocated Revenues			405,486
14 Grand Total Revenues (Lines 12+13)			799,340
15 Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	0	0	0
16 Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			0

Table 7: LATTC's 2018 EADA Data Page indicating the budget summary for men's and women's teams.

It appears there is little institutional control towards budgeting and spending, or at least a lack of standard best practices instituted between the teams and the Athletic department. There are resources available for budgeting game day expenses on the 3C2A website in the Athletic Directors Toolbox webpage ([http://www.3c2a.org/athletics/directors-toolbox](#)).

When seeking to find a suitable institution for comparison, the closest college in size and Athletic team makeup is Imperial Valley College (IVC), located in Imperial, CA. Criteria used to compare the institutions are included in the table below, with all data pulled from both IVC's and LATTC's 2018 EADA report ([https://www.imperialvalleycollege.edu/eada/2018](#)).

College	Full-time under-graduates	# Male Athletes	# Men's Sports	Total Expenses for Men's Teams	# Female Athletes	# Female Sports	Total Expenses for Women's Teams	Not Allocated Expenses	Grand Total Expenses
IVC	3384	61	5	\$147,531	67	6	\$177,635	93,172	\$405,030
LATTC	3374	46	3	\$111,393	54	4	\$282,461	405,486	\$799,340

Table 8: Comparison of IVC and LATTC for size, sport, participation and expenses, using 2017-18 EADA data

Imperial Valley College was also selected as a suitable comparison because their intercollegiate sports are consistent with the sports LATTC's incoming students have indicated the highest level of interest in over the past three R-4 reports. These sports include baseball, softball, soccer, tennis, track and field, cross country, basketball and women's volleyball. Regarding Table 7: without reviewing budget practices, policies regarding supply budgets, travel and post-season competition, drawing conclusions is difficult but does illustrate that similar size colleges can travel, support teams and compete using significantly fewer financial resources.

It is also difficult to compare two schools who appear to be similar in several regards when the physical structure and location of the schools could not be more different, and that is noted in this report. The challenge in evaluating the trends illustrated in Tables 5 and 7 is that there are no standard practices at LATTC, making it problematic to establish a cost per student-athlete comparison. It should be noted that the large differences in expense, found in Table 7, were also discovered even when compared to larger, urban colleges (Golden West, Santa Ana, Long Beach City College, as examples) using publicly available EADA data ().

Cost / Benefit Summary

The impact of athletics on a community college campus is more than financial. A staple in the literature is D. Horton's 2009 review of Student Athletes and Academic Success, published in *New Directions for Community Colleges*. In his piece, Horton argues that community college athletics will always be a financial burden to the college, yet despite this, community colleges should see the role of athletics as something much bigger. According to the latest

participation data from the NJCAA, there are more than 58,000 student-athletes who participate in men's and women's individual and team sports in hundreds of community colleges across America (NJCAA SA Participation). These are opportunities for access to higher education for underrepresented and underprivileged students who might otherwise not see themselves as college material. Horton (2009) noted particularly that community college athletic programs are a parallel extension of their open access mission; and further develop the students' discipline and character through academics, athletics and good sportsmanship.

With aging facilities, increasing medical liabilities, lack of local financial support and low student-athlete graduation rates, many colleges are facing the decision to reinvest or eliminate athletic programs on their campuses. An argument can be made for LATTC that rather than suspend the athletics program, one needs to explore how existing services and areas can be better utilized as teaching opportunities too. An example is the athletic training area. The athletic trainer expressed a desire to teach the next generation of trainers, yet an Athletic Training certificate program does not exist at LATTC, and it is unclear if there are educational partnerships with four-year institutions in place. Health Information Technology, another high demand certificate field, could also partner with Athletic Training and classes could collaborate on identifying appropriate web-based tracking programs the athletic trainers could use to safely store student-athlete health records. Without significant changes to existing policies and practices, LATTC may see its rich athletics history threatened by a lack of oversight, accountability, fiscal management, and vision.

While attempting to separate athletic team outcomes (wins/losses) from effort, it is part of the overall picture of the competitiveness, the quality of the recruiting and coaching efforts, and a general glimpse into the health of Athletics to review the Win/Loss column for the teams over the past three seasons (2015-2018). With the exception of two teams, there appears to be little benefit to the cost of fielding the other teams. Without student feedback acknowledging the value of participating in athletics, these students merely lost eligibility, time and maybe passion for a sport based on the outcomes shown in Table 8 that follows.

Sport	Season	Eligible Players high/low	Wins	Losses	Win/Loss %
Men's Basketball	F2015	15/13	2	22	.083
	F2016	15/13	13	14	.481
	F2017	15/12	7	17	.296
	F2018	unknown*	16	3	.842
Women's Basketball	F 2015	18/14	13	13	.500
	F2016	17/13	22	8	.733
	F2017	17/11	24	7	.900
	F2018	unknown*	18	4	.818
Men's Swim & Dive	Sp2015	10/9	8	15	.0348
	Sp2016	11/11	0	10	.000
	Sp2017	8/8	unavailable	unavailable	unavailable
	Sp2018	12/11	0	8	.000
Women's Swim & Dive	Sp2015	10/6	unavailable	unavailable	unavailable
	Sp2016	8/7	unavailable	unavailable	unavailable
	Sp2017	16/13	0	9	.000
	Sp2018	16/14	1	8	.125
Men's Volleyball	Sp2015	12/9	0	16	.000
	Sp2016	9/9	0	16	.000
	Sp2017	9/9	0	16	.000
	Sp2018	10/7	0	16	.000
Women's Volleyball	F2015	12/11	1	17	.056
	F2016	12/11	1	17	.056
	F2017	11/8	0	16	.000
	F2018	unknown	0	14	.000
Men's Water Polo	F2015	16/13	8	15	.348
	F2016	14/11	0	26	.000
	F2017	suspended			
	F2018	unknown**			
Women's Water Polo	F2015	suspended			
	F2016	11/11	0	9	.000
	F2017	15/15	0	9	.000
	F2018	unknown**			

Table 9: LATTC Team Performance with data from SCC website, LATTC Athletic website or division dean

* Player eligibility unknown at this point in the season

** Despite teams not being suspended, the SCC website does not have any record of LATTC competing this season.

Financials

The South Coast Conference is not alone in desiring to review conference boundaries or reevaluate sports offered within their region or adjust intercollegiate team playing schedules to reduce miles traveled and accommodate student-athletes' class schedules (Intercollegiate Athletics Association, 2017, p. 4). It is the finding of IPS that student transportation, through use of rented vans for Men's and Women's intercollegiate athletic events, is an unsustainable cost. For FY 17-18, budget data received for all fund areas representing all active teams showed that \$64,186 was spent on student transportation, primarily Enterprise Rent a Car. There is value in the conversation being had throughout the 3C2A regarding the efficacy of such expenditures and whether sports with few local opportunities for competition should be reduced.

Yet to walk the athletic department facilities at LATTC, one does not see waste. In fact, the department appears in need of an infusion of equipment, technology, space, and integration within the larger building and campus plans. Decisions are being made without regard to full ramifications, generally resulting in wasted resources. The school spent 1.8M to renovate Laurel Gym, yet there are no locker room facilities that can accommodate home and visitor teams in the gym, inadequate athletic training facilities, and no air conditioning. Additionally, despite a new floor, nice bleachers, strong community support and a winning record, the basketball teams cannot host playoff games because LATTC's Athletic department does not have official game management staff or a Sports Information Director (SID), both conference requirements. During a Fall 2018 meeting with President Frank, Dean Hamilton and IPS, SCC Commissioner Kollen addressed the size of a proposed soccer field being built; stating that the LATTC soccer team could play on the field for conference games; however, would not be allowed to host any playoff games. For two current (M and W Basketball) and two proposed teams (M and W Soccer) to not be able to host playoff games is poor planning and management, and a disadvantage to the student-athletes and affiliated fans. The need for a dedicated Athletic Director to manage a community college athletic program and hold staff accountable for working cohesively and with the students at the center of their decisions is evident from these findings.

Overall Strengths and Weaknesses for the Athletic Department

Facilities

The student-athletes of LATTC deserve better. Locker rooms are wholly inadequate, the Athletic Training room, while well-stocked, is too small, not private and in need of repair. An empty Automatic External Defibrillator box was mounted on the wall inside Laurel Gymnasium; a liability for the college and district. The gym has no air conditioning, which can be a health threat to students and guests alike; instead, a very large, loud blower pushes warm air through the facility. The fan for the blower exits over the pool, making this classroom environment almost unusable while the blower is in use. Currently there is no dedicated student-athlete weight room.

LATTC is in the midst of several construction projects, as part of the LACCD Bond package. After careful review, IPS has been unable to locate construction updates that should be made available to the campus and college community. The most recent construction update located was from January 2014 (), and the first page of the update notes that per the College Project Manager agreement, there should be monthly construction updates. Perhaps these are available behind an employee portal, but they should be made available for students and taxpaying members of the public.

The construction updates matter to the Athletic department as several new areas and fields, as well as renovated structures, were included in . On page 28 of the document, LATTC's South Campus Athletic Fields are noted as priority number 129 with expected occupancy of 2018/2019. During the late Fall of 2018, it was shared with IPS that these fields would not be a regulation size soccer pitch, eliminating the ability to host home playoff games should this sport be added in the future. Corroborating evidence as to the status and completion of these fields was unavailable.

Staff and Structure

While LATTC's Athletic department is relatively small, it still requires significant staff with experience and professionalism to ensure that the students, guests, coaches and officials receive the best care, service and experience. Starting with game management; it has been mentioned prior that there is no SID, no game management staff, no assistant athletic trainers ensuring that coverage extends to both before and after practice and games, and no social media or website maintenance or presence.

Game day operations can make a positive impact and statement about the entire athletic department if all aspects are carefully planned and implemented. All athletic department personnel must understand their assignments; guests, officials or visiting teams should be treated with the utmost respect and class. The number one priority for game day management is the safety of those who participate, attend and work the event. The required CCCAA Decorum Statement must be read prior to each LATTC athletic contest. Athletic Director and other athletic department personnel must be visible and available at all events in case problems arise, and to also demonstrate support for the coaches, student-athletes and LATTC. All protocol must be compiled into a "Game Day Management Guide" that is accessible from the athletic department website. The following items should be considered on game day by planning, preparing and prioritizing:

- Directions & access to appropriate facilities.
- Locker rooms - cleaned, labeled, location
- Clocks, scoreboards, audio and video equipment checked to ensure proper functioning.
- Campus safety scheduled and assigned.
- Field or court cleaned
- Trainers and Training Facilities
- Visiting Team and Officials or Umpires greeted upon arrival to LATTC

- Score tables and press box. All personnel working score tables or on field must be properly trained prior to seasons.
- Marketing Campaigns, planned in advance
- Half-time entertainment
- Concession Stands
- Apparel Sales
- Music
- Anthem

Regarding Student-Athlete Success Support programs, there are no formal connections between the college's tutoring and learning services and the Athletic department. Instead, athletics chooses to convert a classroom into a study and film space, yet at the times IPS reviewed the facility, students were using it as an open space in which to visit and rest. Clearly, the technology had not been installed within the space, however a best practice would be to introduce the student-athletes to the broader campus resources for learning support services. Integrating student-athletes with resources and colleagues across the college expand the student-athletes' positive exposure to divisions and departments dedicated to fostering student success. Additionally, there is tracking software in place within Tutoring and Writing Centers, that then can be shared with coaches, in order to develop a structure for requiring and monitoring the use of these services.

It is also the finding of IPS that despite the best intentions, the administrative support staff/counselor/eligibility specialist might be opening herself up to undue scrutiny. It is not a best practice to house your eligibility specialist and counselor within Athletics, and usually those two roles are not the same person. The concern is that one may advise for eligibility first, SEP second; and therefore, coaches have had this function removed from their job descriptions. Based on IPS's finding that 46% of the 327 unique student-athletes identified from the past five years were listed as having No Academic Plan, Undecided or Unknown, and that award rates are low; it is suggested that Ms. Wickman elect to work closer with a Counselor while serving as the eligibility clerk, or, serve solely as Athletics embedded counselor while working with a separate eligibility clerk housed in Admissions and Registration. Ms. Wickman's enthusiasm, dedication and caring attitude were mentioned repeatedly as strengths of the department; it is imperative that she continue to serve her students with an eye to compliance at all levels.

The current Athletic Director, Coach Wells, is a recognized improvement from his predecessors who ruled with intimidation, preferential treatment and political motivation. One of the challenges is that Coach Wells is also faculty member assigned to coach a men's basketball team, a fulltime job. While there are few sports at LATTC, it does not mean a dedicated Athletic Director is not necessary. Without the appropriate level of support, LATTC is experiencing gaps in structure, facilities, integration with the college services, recruiting standards, operating handbooks and in-service training for coaches, fiscal accountability and management, and list of items found during this review.

Future Recommendations

Operational recommendations and best practices have been shared throughout this document. For LATTC's Athletic department, and its associated division, to thrive, IPS recommends that a broad cross-functional effort be made to develop an Athletics Master Plan, and to ensure that it is consistent with the college's mission and strategic priorities. The Master Plan should define guiding values and principles for the athletic program, and address integration of the athletics program within the academic and student development goals of the college.

Work is required to identify and develop structures and implement best practices for administration and operation of all aspects of an athletics program at a community college. In addition to planning to ensure consistency with LATTC's mission and strategic priorities, administration of all aspects of an Athletics department includes coordination within the division (kinesiology) to ensure student learning is occurring and integration across the college. It cannot be emphasized enough the role that athletics *can* play in contributing to an enhanced student life experience for student-athletes as well as for the general student population, leading to the development of campus pride and increased student goal attainment.

Opportunities exist to create a shared vision between Athletics, Foundation, Alumni, Outreach, and various student groups and campus leadership. With intentionality, inclusion and a focus on the future, LATTC Athletics can become integrated within the larger community while serving its student-athletes more equitably. There are numerous examples of the chasm between athletics and the college; and it is the student-athletes that suffer. A primary responsibility for any new athletic director should include guiding this shared vision, building cross-divisional and cross-campus collaboration and cooperation, and increasing transparency and accountability throughout Athletics.

LATTC has been challenged lately with public episodes of fiscal mismanagement and an erosion of public trust. It is not within the scope of this project to comment on those instances, yet they are consistent with the general lack of accountability and oversight found within our project. The division that houses Athletics has a unique opportunity to use this report as additional leverage to institute change and provide leadership in the near and long term to sustain continued growth and improved student outcomes.

It has been a pleasure these past several months to meet the dedicated staff in the Athletic department, to ask them to share their concerns and hopes for the future, and to earn their trust so that together, a new chapter can begin for LATTC Athletics.

Appendix

- Form 3 Facts
- 2017_Form_3_Presentation
- Example Eligibility Presentation - Forms
- Example Eligibility Presentation - Handbook
- Form_R-2 Inservice Training
- Example Recruiting Plan
- Recruiting Questionnaire Example for Online Recruiting
- Recruiting Districts
- 2014 Priority Registration Presentation - Example
- Cal-PASS Plus Athletic Scorecard Presentation
- Student-Athlete Handbook ECC - Example
- SCC Athlete Handbook - Example
- Guiding Principles for a CC Athletic Department
- Game Management PCC - Example
- Decorum Statement